MEMORIAL EXERCISES
IN HONOR OF
PROFESSOR ALBERT HARKNESS
BROWN UNIVERSITY
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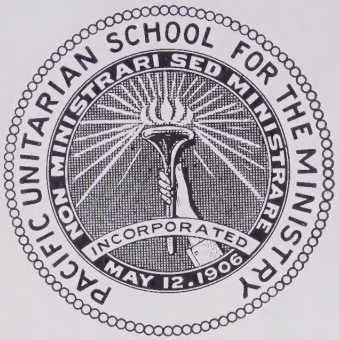

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MEMORIAL EXERCISES

IN HONOR OF

PROFESSOR ALBERT HARKNESS

IN SAYLES HALL, BROWN UNIVERSITY
OCTOBER THE THIRTY-FIRST
MDCCCCVII

WITH ADDRESSES BY PRESIDENT W. H. P. FAUNCE
PROFESSOR THOMAS D. SEYMOUR AND
PROFESSOR WALTER G. EVERETT

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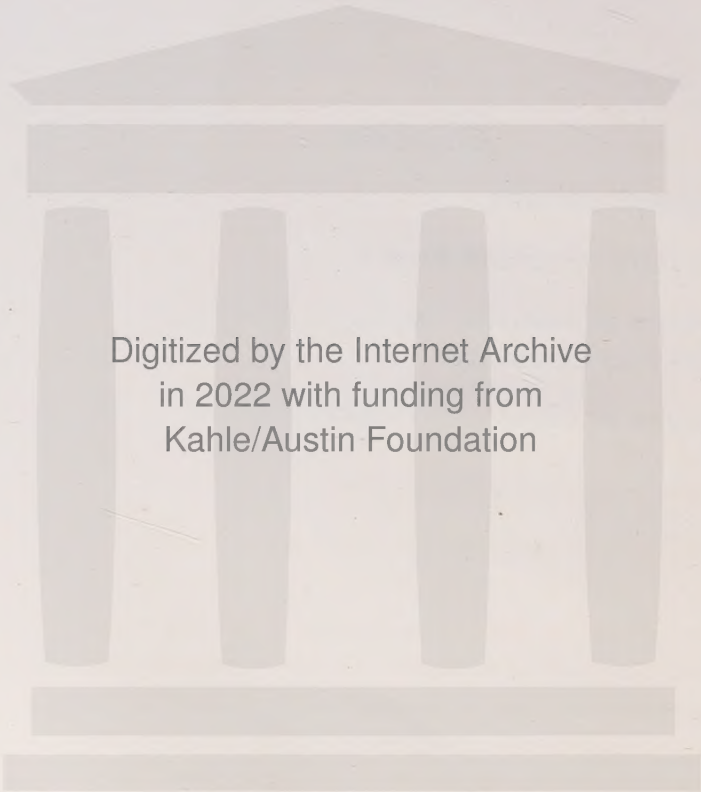
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Introductory Note

On the twenty-seventh of May, 1907, Albert Harkness, Ph.D., Professor Emeritus of the Greek Language and Literature in Brown University, died at his home in Providence in the eighty-fifth year of his age.

At a meeting of the Faculty of the University on May 28 his colleagues, in consideration of his high character and his great services to the University for a period of fifty-two years, voted the appointment of a committee to draw up resolutions expressive of their sentiment on the death of Professor Harkness, to have these resolutions conveyed to the family, and also to spread them upon the Faculty records.

At the Faculty meeting of June 4 the following minute was adopted:

Minute adopted by the University Faculty and spread upon their Records.

The Faculty desire to record their high appreciation of the character and services of Professor Albert Harkness; their sorrow in the sundering of the long and happy fellowship that had endeared him to them; and their heartfelt sympathy with his family in this sore bereavement.

His academic career was unique in its du-

ration and in its sustained productivity. In a very real sense he was the eldest son of Brown; for in that relation he had stood for the full scriptural span of life—the threescore years and ten, less only one. From the day he entered here,—through the four years of college study; the ten years of teaching in the Classical High School; the two years at Bonn, crowned by the first Ph.D. degree attained by any American in Germany; the thirty-seven years as Professor of Greek (being the longest continuous service as full professor in one chair, with a single exception, in the annals of the University); and the fifteen years as professor emeritus, in close touch with all our classical work as well as with the larger affairs of the institution,—through all these years he exemplified, as few men have been privileged to do, the devotion and the dignity of the academic life.

In his work he was "as patient as the earth," as lucid as the day, as thorough as gravitation. The student in his class-room and the student bending over his books a thousand miles away alike could not but learn the meaning of that word "thorough." And every gathering of Brown men tends more and more to become a tribute to the Old Master. Who of us can ever forget the ovation spontaneously paid him by the great company of his

old boys at the Midwinter Dinner three years ago; or the reverence with which they have always listened to his classical utterances at Commencement and on other academic occasions?

No other teacher in this University, perhaps no other college teacher in this country, has ever had so many pupils. While his immediate classes were limited by the conditions of a modest college, in which, however, Greek continued to draw relatively large numbers as long as he taught, his students *in absentia* must have run up into the hundred thousands. And, thanks to the patient yet progressive spirit by which he kept himself and his books fully abreast of each new advance in classical learning, he is still teaching multitudes who never saw his face or heard his voice. He rests from his labors, but his works follow him; and his classes to-day doubtless outnumber the total enrolment of all the New England colleges.

But it is as a colleague that we honor and mourn him here. His fidelity to the college of whose history he was himself so large a part; his never failing courtesy; his gracious and radiant spirit; his Attic *sophrosyne*,—that perfect poise and serene modesty for which we have no word of our own; the unquenchable youthfulness so buoyant under his fourscore

years and five,—all these qualities made his presence among us a benediction, as his departure has brought a new sense of loneliness and loss.

Yet we think rather of the lustre his life has shed upon the University and the new dignity it has given to the academic career. Full of labors and achievements, he has lived well; full of years and honors—seeing his children's children enrolled in the old college —he has died well.

> "*He was a man, take him for all in all,*
> *We shall not look upon his like again.*"

. . .

The Committee on this resolution was further instructed to set a day and to make arrangements for a memorial service at which the University should give expression, publicly and formally, of its appreciation of the life and character of Professor Harkness. Professor Thomas D. Seymour of Yale University was selected to pronounce the memorial address. The exercises were appointed for October 31, in Sayles Hall, at four o'clock in the afternoon. All university activities were suspended in honor of the occasion.

On that day at the hour set an academic procession of Corporation, Faculty, and invited guests formed at University Hall and

marched to Sayles Hall, where after prayer by Rev. Henry M. King, D. D., former pastor of the First Baptist Church of Providence, the addresses which follow were delivered.

Participating in the exercises, there were Chancellor Arnold B. Chace and President W. H. P. Faunce of Brown University, Professor Thomas D. Seymour of Yale University, Professor Walter G. Everett of Brown University, and the Rev. Henry M. King. There were also present the following representatives of the Corporation and of neighboring universities and colleges:

The Supreme Court of the State of Rhode Island:
Chief Justice William W. Douglas and Associate Justices Edward C. Dubois, John Taggart Blodgett, Clarke H. Johnson, and Christopher F. Parkhurst.

The Superior Court of the State of Rhode Island:
Presiding Justice William H. Sweetland and Associate Justices Darius Baker, Charles F. Stearns, and Charles C. Mumford.

The Corporation of Brown University:
Chancellor Arnold B. Chace, Mr. Henry D. Sharpe, and Mr. William T. Peck.

The Rhode Island Historical Society:
Secretary Clarence S. Brigham, Mr. Henry R. Chace, Mr. Edwin Barrows, and Amasa Eaton, Esquire.

Delegates from other Universities and Colleges:

Professor Minton Warren and Professor Clifford H. Moore of Harvard, Professor A. C. Chapin and Professor A. B. Hawes of Wellesley, Professor H. M. Searles of Mount Holyoke, and the Rev. James E. McConnell of Providence, representing Oberlin College.

Invited Guests:

Congressman D. L. D. Granger and Bishop William N. McVickar of Rhode Island.

. . .

Resolutions adopted by the Associated Alumni at the Annual Meeting, June 16, 1907:

THE Associated Alumni of Brown University, sorrowfully bowing before the August Will that has taken from them their honored master and beloved friend, Albert Harkness, Ph.D., LL.D., desire to express their grief for his death, and their rejoicing for his life. They do therefore

Resolve, That this Association would tender to the bereaved family its reverent and loving sympathy. Treasured in its memory will long remain the open door of a gentle home.

That, with the University in the annals of which his name is written large, it would share a great loss and a great pride.

That, with the world of the taught, it would extol the *scholar*, pushing ever the frontiers

of knowledge; the *writer*, always framing in words of crystal clearness a critical thought and a resistless logic; the *teacher*, endeared to the pupils of half a century and more, by the considerate kindliness and high-minded inspiration with which he led them through his beloved humanities.

His was a life full of years, full of works, full of friends; his was a death full of peace, full of hope.

Address

by President Faunce

This afternoon the venerable University pauses to remember and give thanks. Its libraries are closed, its class-rooms and laboratories silent, its turning wheels are still, and, while hill and valley round us are aflame with the colors of the ripened year, we are assembled to think together of the serene scholar whose patient labor and harmonious life have enriched us all forever.

Since it is the gathering of scholarly men that makes a university, it is the departure of such men that constitutes our only irreparable loss. When the oldest building of Dartmouth College is burned to the ground, we may see it rise again from its ashes, to preserve in more permanent materials the outlines familiar and dear to generations of graduates. When by the shock of earthquake the library of Leland Stanford University is toppled into ruin, we know that it may climb again, stone on stone, into the literal reproduction of its former beauty. But life suffers no duplication. When a life which was for forty years a fountain of classical culture, and then for twenty years a centre of academic loyalty, is withdrawn from our vision, we do not dream of any replacement. We come to-

gether not to find a successor to Albert Harkness, but to recount the ways in which he inspired and empowered his University and his generation.

An institution which does not honor its yesterdays cannot expect any very brilliant to-morrow. To pay due tribute to past leaders is the surest way to secure leaders in the future. One of the most serious problems of our time is how to obtain for the teaching profession the strongest minds and most forceful personalities of the new generation. These are now frequently drafted into industrial pursuits where the prizes are immediate and alluring. But the nation must covet for the training of its youth the keenest intellects and most resourceful personalities of the time. Whether we can secure such men for our teachers depends chiefly on the attitude of the public. If the community neglects the scholar and leaves him to obscurity and penury; if it regards him, living, as a dilettante, and consigns him, dying, to a speedy oblivion, our young men will inevitably turn from the teacher's task and leave our schools and colleges to be manned by those who have failed in other callings. But if the community honors the scholar, exalts eminence in knowledge above all the pride of wealth and power, and crowns with its laurel the life unswerv-

ingly devoted to the silent but irresistible process of education, then we shall see our noblest young men dedicating themselves to the teacher's task with whole-hearted enthusiasm.

Gratefully the University acknowledges to-day the service of those teachers who have been its heart and soul. It is indeed impossible to evaluate and compare the various kinds of service a man may render to his Alma Mater. One man by generous gifts creates great libraries and noble halls, or opens up sources of aid which make education possible for thousands of his fellow-men. Another enriches his college by some immortal hymn that is sung by generations of students with shining eyes and throbbing hearts. Another honors his college by a stainless career as public servant, as leader of men, and lays down his life on the altar of his country, whether in the shock of battle or in the long and weary contest with ignorance and scorn and calumny. But there is no man to whom the college owes quite so much as to the faithful teacher who, surrendering opportunities for gain, turning away from the glittering rewards which fascinate his fellows, pours his utmost energy for a half century into the pursuit of knowledge and the impartation of that knowledge to eager students in their plastic years. Such

a man by his very self-denial makes sacrifice for a cause seem noble, by his innate idealism draws us to the things that are excellent, and by his quiet persistence in the life of the spirit, rebukes our follies and renews our faith. Such men are in themselves our best endowment. At their memory we kindle our torches ere we plunge into our own life-race.

Albert Harkness brought to Brown University the methods of German scholarship at a time when those methods were little understood or appreciated in America. "All can grow the flower now, for all have got the seed." But in his early manhood he was something of a pioneer. He came to an institution that had long been specially eminent for its encouragement of the study of physical science, an institution whose charter stipulated in 1764 that "the public teaching shall in general respect the sciences." It was largely due to him that in the half century that he wrought here our reputation changed and became identified largely with devotion to classical study. Endowed by nature with a lucid mind and indomitable patience, he applied that lucidity and patient toil to the elucidation of linguistic forms. To the prodigious industry of the Germans he added a clarity and simplicity of his own, and the result was that the thorny path of knowledge seemed suddenly smoothed and broad-

ened into a great highway over which hundreds of thousands of American youth pressed upward into some command of the classic tongues and literatures. If Brown University to-day puts a somewhat unusual emphasis on linguistic study, and demands more of it for the degree of Bachelor of Arts than do most colleges, it is in some measure due to the influence and example of Albert Harkness.

But he further served the University by a certain soundness of judgment, native and acquired, a judgment equally obvious in his treatment of questions of scholarship and in his grasp of practical affairs. A certain judicial quality marked his decisions, whether in education or in business life. Surely there is no finer fruit of true study than ripeness of judgment. Those who live in the realm of literature and language and art, dealing with the appreciation of subjective values, are often supposed to be lacking in power of passionless objective estimate of facts and events. Referring all questions to certain inner standards of taste or inherited ideals of conduct, they are sometimes through their very sensitiveness to the world of beauty and obligation made insensitive to the world of fact, or fail to cultivate that perfect candor which is the special gift of the objective methods of modern science.

But Professor Harkness was a scientist, in any deep meaning of the word. The inductive methods of the laboratory he brought into the class-room. By what right do we call certain men scientists if they study the flora and fauna of Italy, and deny them the title if they study its language, institutions, and civilization? If it is science to recover the remains of the pterodactyl and reconstruct its skeleton and describe its habitat, is it not also true science to lay bare the Mycenaean age, and out of its tombs and temples to recover the implements and learn the method of all that buried life? In this sense Albert Harkness brought scientific method to the study of the classics. By the application of that method he cleared away a thousand difficulties for American youth, reduced chaos into order and harmony, and enabled thousands to enter into our great classic heritage. To say that his individual method had its limitations is only to say that he was human. To no one man is it given to touch the entire gamut of efficiency in teaching. But his method was chosen in early life, and to it he remained consistently loyal to the end.

And how beautiful that end was only we who have stood beside him in the sunset light can fully know. If ever he had passed through a period of stress and controversy, all trace of it had vanished as he entered into the open

polar sea beyond the line of threescore and ten. That line was for him no arctic circle, but the beginning of

> "*An age serene and bright*
> *And lovely as a Lapland night.*"

With every barrier passed, with the gratitude of ten thousand pupils sounding in his ears, surrounded by the affection of kinsmen, neighbors, colleagues, with his children's children at his side, he passed noiselessly, serenely, through the brightening years, and "sustained and soothed by an unfaltering trust" he fell asleep.

He was a Christian, not in the sense of repeating this or that formula or offering his fellows a philosophy of the unseen, but in accepting the Christian ideal of what is worth while, the Christian life of human service, the Christian hope that the best is yet to be.

Because of his long labor and untarnished life his University to-day rejoices, recognizing in his career a summons for each of us to live the intellectual life and grasp more steadily the values that abide forever.

Address

BY PROFESSOR THOMAS D. SEYMOUR, PH.D.
OF YALE UNIVERSITY

I DEEM it a high privilege and honor to come to you as a scholar bearing the friendly and sympathetic greetings of a sister university, as you meet in memory of one who for more than two generations was connected with the work of Brown University, and whose influence on classic studies and sound learning in America for more than half a century has been peculiarly deep, wide, and wholesome. I do not come as a stranger. In my boyhood I began my study of Greek with Harkness's First Greek Book; more than a generation of men ago Professor Harkness gave me a cordial greeting, which I appreciated then, and now clearly remember, of welcome to the American Philological Association; and for many years I enjoyed his unfailing courtesy as we were associated in causes which were of interest to us both.

The biographies of men of thought are commonly less interesting than those of men of action. Of the former we have to tell no "disastrous chances" or "moving accidents by flood and field" or of "hair-breadth 'scapes i' the imminent deadly breach." No Desdemona could be wooed by the story of a scho-

lar's life. But the labors and achievements of peace deserve recollection as well as the conflicts of war. To remember them is both well for us and a due honor to the worthy. The work of Dr. Harkness and the progress of classical philology in our country during his lifetime, and in part under his influence, were such as to deserve words of appreciative recognition at this time when we are met in honor of a colleague, master, and friend. To recall to mind and review in thought even what is familiar to us may be stimulating and encouraging.

Born of Scotch ancestry in Mendon, Massachusetts on October 6, 1822, Albert Harkness entered Brown University sixteen years later, in 1838, from Smithfield, Rhode Island, with forty-two other Freshmen. He was a timid, unsophisticated small boy in roundabouts, and was thought very young, but he did both faithfully and easily the work assigned him. He was successful as a student not only in classics but also in mathematics, like many another good philologist. An experienced friend of mine used to say that he was suspicious of the high scholarship of the man who claimed to be either so devoted to the classics that he disliked mathematics, or so great a mathematician that he could not learn Greek. The broad-minded, well-balanced classical scholar should be both

able and willing, like Mr. Harkness, to master the science as well as the literature of the Greeks, and should count nothing that is Greek to be alien to the field of his studies.

Professor Harkness's student days were in the very heart of President Wayland's great administration. Fewer young men came to college then than now, and the proportion in each class of strong chosen minds with a clear vocation before them was greater. The number of men in college was so small that all came under the immediate influence of President Wayland and his distinguished associates,—Chase, Caswell, and the rest. We may be sure that the President was interested in the work of the best scholar of the class of 1842, and Dr. Harkness always remembered with pleasure his relations with President Wayland. Among the undergraduates between 1838 and 1842 were President Samson, Professor Boise, Professor Lincoln, President Weston, Professor Frieze, S. G. Arnold, Kendall Brooks, Merrick Lyon, John M. Thayer, and others like them, whose names are familiar still to many in our country,—a distinguished company.

Albert Harkness graduated as the first scholar of his class, before attaining his twentieth birthday. For a few months he taught in a private family,—a practice more common

then than now, when preparatory schools have been multiplied. In 1843, when just twenty-one years of age, he became a teacher in the Providence High School, and two years later, when just twenty-three years old, he was made head-master of the classical side of the High School. For a young man this was a difficult place, and involved considerable responsibility. Of special value for his life was the close connection with the University into which his official position brought him.

On May 28, 1849, Mr. Harkness married Miss Maria Aldrich Smith, the gracious lady with whom it was vouchsafed him to share the experiences of all his later life, and who cared for his last days on earth. But the cares of his school and the delights of his family did not detain him from study. New responsibilities rouse a strong man to new ambitions and fresh achievements. In 1851 Mr. Harkness published his first book,—a revision of Arnold's First Latin Book,—and set to work on the Second Latin Book and Reader, which was completed two years later. Probably few of you have seen these books, but you need no words of mine to assure you that they bear the marks of conscientious, careful scholarship.

The ten years in the Providence High School were of great importance for Mr. Harkness's career, both as teacher and as student. They

made him thoroughly familiar with many pedagogical principles, and they interested him in pedagogical problems. They prepared him to appreciate the difficulties of teachers and scholars, and to meet these difficulties in his text-books and in his own class-room. For a good mind, the time spent in teaching is not necessarily just so much time taken from study, to retard just so much the progress of research. The work of the class-room suggests many thoughts to an alert teacher, and stimulates to philological as well as to pedagogical ideas. The scholar who has exercised himself well in observing and determining the clearest and simplest statements of fundamental grammatical truths for elementary students, has secured a valuable preparation and basis for his own higher researches, being exercised in distinguishing the essence from the accident, the important from the unimportant. Much of the world's work that is commonly thought to be drudgery has high value for the best success of the man who performs it. Not every college professor would make better books (though he might make *more* books) if he spent fewer hours in the class-room. Unquestionably, however, his years of work with comparatively young students fixed Mr. Harkness's chief interest in the particular problems which he met in this period.

For an American to devote himself to a life of scholarship, fifty years ago, was to plan for study in Germany. "Resident graduates" had not been unknown at our principal seats of learning, and schemes had been prepared for definite courses of graduate instruction in philology as well as in natural science, but practically no university in America then afforded the guidance, stimulus, scholarly companionship, and apparatus which the advanced student needed. From the beginning to near the close of the nineteenth century, the ordinary ambitious American graduate student could find more satisfaction at the German universities than anywhere else in the world. Classical studies were the very first to feel the effects of the renaissance of Germany, and the first Americans to study classical philology in Germany formed a distinguished group,—George Ticknor, Edward Everett, George Bancroft, and Theodore Dwight Woolsey,—all of whom finally were drawn away from Greek to other important work, for which their classical studies had been an admirable preparation. Of these, Everett was the first example of a young American chosen to a professorship, and sent abroad to prepare himself for his chair; and Bancroft was the first travelling Fellow sent abroad by an American college,—Everett being elected Eliot Professor of Greek at Har-

vard at the age of twenty-one, and Bancroft being selected for the Fellowship on his graduation, at the age of seventeen.

About the middle of the nineteenth century a revival of interest and ambition in classical studies and in work at German universities was manifest in this country, due to several causes. Your Professor Lincoln and President Sears had attended lectures not only on theology but also on philology, particularly Latin, at Halle and at Leipzig. In 1847 George Martin Lane went to Germany for three years of study, returning to Harvard to take the chair of Latin, which he honored for more than forty years. In 1850 William Dwight Whitney went to Germany from Yale University to study Sanskrit, and James R. Boise went thither from Brown University in order to study Greek. A few months later William W. Goodwin and Basil L. Gildersleeve, the present Nestors and the glory of classical philology in America, went to German universities, one receiving his degree in 1853 (one year before Mr. Harkness), and the other in 1855 (one year after Mr. Harkness). Manifestly a channel had been cut between the colleges of this country and German universities, and Mr. Harkness in planning to go to Germany for study had honored predecessors and associates. The influence of

Sears, Lincoln, and Boise of itself was strong. Sears was to be Mr. Harkness's most intimate friend for nearly a generation; Lincoln was to be his colleague for more than a generation; with Boise he must have been brought into close relations while he was at the head of the classical department of the High School and Boise was teaching Greek in the University.

In 1853 Mr. and Mrs. Harkness went to Germany. At that time the largest group of American students in Germany was at Göttingen, the famous university founded by George II of England, which had retained close relations with British scholars. The University of Berlin was making its way to the proud position which it holds at present. Sears and Lincoln had personal relations with Tholuck, at Halle, which made that an attractive place of study for their friend. But in spite of Tholuck at Halle, of Schneidewin and Karl Friedrich Hermann at Göttingen, and of Boeckh and Bekker at Berlin, the charm of Bonn and the prospect of work under the guidance of Ritschl kept Mr. and Mrs. Harkness by the Rhine.

Those were great days at the University of Bonn. Ritschl was the most brilliant of the Latinists of his generation, and he was then at the very zenith of his influence as a teacher.

His colleague in the department of classical philology was the veteran Welcker, with whom Ticknor and Everett and Woolsey had studied many years before. Other Americans had studied at Bonn in former years, —among them Woolsey and Salisbury, our pioneer Orientalist, and Mr. Gildersleeve had been there only the next semester previous, —but no American had ever taken a degree at that university, and in 1853–4 no other American was there in residence.

Not only for those years, but also for the memories and associations of his whole life, Mr. Harkness was fortunate in having Mrs. Harkness with him during his student years abroad. They always had common recollections of many delightful and interesting experiences. First in Bonn and later in Göttingen they formed the centre of a pleasant circle of young people, and they were received most hospitably by the German university set,—the professors and their families, as well as the more thoughtful students,—and they made valued friendships as well as charming acquaintances. Some of these friendships were maintained for many years, being quickened by the visits of Mr. and Mrs. Harkness to Europe in 1870–1, and again in 1883 and later.

The chief advantage of German university

life for an American student, then even more than now, consisted not so much in the courses of lectures given as in intimate association with the scholars themselves,—in learning methods and standards of scholarship, many of which are studied most effectively out of the classroom. The lectures were more formal then than now, more under the influence of the old thought that hearing the lecture should take the place of reading a book, a survival from the oldest university days which preceded the invention of the art of printing. Thus the pleasant and intimate relations between Mr. Harkness and the German scholars were to him of particular value.

No one could have had a better opportunity to observe methods of study and instruction than was afforded to Mr. Harkness at Bonn, and his ten years of experience in the Providence High School had prepared him to distinguish the vital from the unessential in educational matters. His studies at home, though without the advantage of experienced guidance, had been so thorough and so broad that he was soon ready to take the doctor's degree, and he was admitted to this at Bonn after a single semester of study at that university, and one semester at Berlin. No other American student of classical philology in Germany, in those early days when our country

provided scant courses of graduate instruction, proceeded so promptly to his doctorate. The evidence of his fitness must have been complete, for Ritschl seems to have been his chief instructor, and no man ever charged Ritschl with too low a philological standard or too great liberality in the conferring of either praise or degrees. With a comparison of classical studies in New England and in Prussia for his dissertation, Mr. Harkness was made Doctor of Philosophy in October, 1854. This degree, according to German custom, was renewed half a century later, and in 1905 he had the pleasure of receiving the new diploma, prepared by Professor Bücheler, together with a personal letter of congratulations from the Rector of the University of Bonn.

The preparation of the thesis for his degree required little of Mr. Harkness's time. The subject, of course, was one which demanded of him no research in books. He was well acquainted with the facts as regards New England, and had been greatly interested in observing the corresponding facts in Prussia. His work on the Latin text-books which he published shortly before his visit to Germany had been of value to him incidentally, in giving him skill and readiness in Latin composition, beyond what most young Americans have or had. This skill he cultivated further in Ger-

many. Some of you will recall the freedom of his Latin utterance two years ago at the renewal of his degree from Bonn, his Doctor's Jubilaeum.

Mr. Harkness did not go to Germany in order to obtain a degree, but for study; and when his degree had been conferred he was no less diligent in his studies than before. He spent the winter of 1854-5 in Göttingen, hearing Karl Friedrich Hermann and Schneidewin, who were then at their best.

In the spring of 1855 Mr. Harkness went to Italy and Greece, leaving Mrs. Harkness in Göttingen, since travel in Greece was not so safe, easy, and comfortable then as it is at present.

While in the south of Europe, Mr. Harkness received the invitation to take the chair of Greek at Brown University, which had been left vacant by the death of Professor Wheeler after a brief term of service. We may judge of the pleasure which this appointment brought him, by his unswerving loyalty to Brown University. He received invitations later to chairs in other institutions. At one he would have received a larger salary, at another he might have had less work, and the influence promised in the development of a young and growing institution was attractive in a third. But none of these invitations needed long consideration

on his part: of *course* he remained at Brown; and as we review the path of his long life, we do not doubt the wisdom of his decision. We can hardly imagine him to have become so fully identified with the work of any other institution. Loyalty to Brown, and pride in Brown, with him stood before all else of the kind. No position in the country could have afforded him greater dignity or satisfaction. It was fitting that his Alma Mater should confer on him the honorary degree of Doctor of Laws in 1869, and should make him a trustee after his resignation of his professorial chair. It was fitting that the classical society formed in this University should be named for him, and that the share of Brown University in the endowment of the American School at Athens should be given in his name, and largely for his sake. He was a prophet not without honor in his own country. The tie which bound him to the University became all the firmer, not only with his own added experiences, but as he saw both his daughter's husband and his son made professors here, and his grandsons entering the ranks of Brown undergraduates.

Mr. Harkness's entrance upon his professorship coincided in time with the opening of the administration of President Barnas Sears, and the two scholars enjoyed long and intimate friendship,—to be interrupted only by

Dr. Sears's death. Of all the members of the Brown faculty when Professor Harkness entered it in 1855, only one is now living,—the venerable but still vigorous President Angell of Michigan University, who then held the chair of modern languages and literature in this University.

Of Professor Harkness's work as a teacher and college officer from 1855 to 1892, I cannot undertake to give a detailed account. Some of you know it far better than I. Those years were strenuous and of great importance for the development of the University. To us it seems almost incredible that, so short a time ago, Brown University should have stood in such lack of means to pay the salaries of its professors that Professor Lincoln should have been allowed to take part work and part pay, and have undertaken the care of a young ladies' school, while Professor Harkness took the Freshman classes in Latin as well as in Greek. That Professor Harkness was as well qualified to teach Latin as Greek, we all know. Doubtless the influence of his earlier days as a teacher and that of his student days in Germany, together, had much to do with his work as a classical philologist, interested in both Greek and Latin, rather than as a Greek scholar simply. He saw the advantage and necessity, for the best achievements, of treating the two

literatures and languages as branches of one stock. Probably the almost chance request of a publisher had much to do with his making so many books in connection with Latin studies, while the fact that this same publisher had another Greek series may have turned him aside from similar publications in the Greek field. Soon after his return from Europe he prepared for the Bibliotheca Sacra an article on Boeckh's Public Economy of the Athenians, but he seems to have published nothing else on classical antiquities, though he did not lack interest in that subject.

The books which Professor Harkness made and edited number more than a score, and some of them were repeatedly revised. He was an industrious scholar. These books were all primarily for the use of students preparing for college. In all he sought for the true rather than the new, but he took great pains not only to secure accuracy, but also to ascertain new philological discoveries, and to use these when this was practicable. The present gathering is not an educational conference, and neither as a Latinist nor as a pedagogue am I fitted to examine and criticise this long series of books. But it seems manifest that in his efforts to simplify Latin Grammar, and adapt the statements of grammatical principles to the understanding of youth, Professor Harkness was unusu-

ally successful. His own long experience in schools had taught him the needs of the ordinary boy and the wants of the ordinary teacher. In general, the soundness of his judgment has been proved by the large sale of his books.

Of Professor Harkness's books, it is estimated that between two and three million copies have been sold. Particularly in later years, since many schools have owned books and lent them to the pupils, many copies have been used by more than one pupil. This means that something like a million boys and girls, and young men and women, have used his books, and thus have been in a sense under his tuition. And these were not the ordinary boys and girls of the country, but those who were enjoying the best advantages,—a large number of whom were in college, or were preparing for college. This is an enormous influence for one man to wield. How salutary this influence was, those know best who compare his text-books with those which were commonly used in this country before 1860. For the improvement in methods, he would be the last to claim all the credit, but in this improvement he clearly had a leading part. The years which he spent as a teacher in the Providence High School bore abundant fruit.

The number of students of Latin in this country has increased far more rapidly than

the population. Doubtless more persons are teaching Latin in American schools now than were studying Latin in our schools when Dr. Harkness published his First Latin Book. That Latin is so widely recognized as of high value in the schools is due largely to the improved text-books which have been introduced.

A scholar who was so much interested in the pedagogical side of the teacher's life, and was rendering such service to his cause by the preparation of text-books, in addition to full work or overwork as an instructor, could not be expected to give much time to research and the independent investigation of new problems in philology. Such subjects were not foreign to Professor Harkness's mind, however, and many grammatical questions were studied carefully by him in connection with the preparation of his books. He read three scientific papers before the Philological Association. In important respects he was the typical college professor of Greek in the just past generation,—interested in all that was Greek, and really unwilling to grant that anything which was Greek was not good, but without making special researches in a particular field. The modern university professor must be a specialist, but for the sake of this he often has lost something of his predecessor's breadth

of interest and of scholarship. As a Greek student, Professor Harkness had no specialty. He enjoyed all Greek literature. Why should he not? Perhaps he cared particularly for Plato and Demosthenes. This would seem natural to us in view of his particular friendship for Cicero, whose ambition it was to be the Roman Plato as well as the Roman Demosthenes. With the spirit of Cicero, indeed, Professor Harkness was so well imbued that, when he was somewhat roused, his thoughts often were expressed in balanced Ciceronian periods, which well suited his quiet dignity of manner. His thoughts then seemed to present themselves to him already formed in well-rounded sentences. By nature he had quite a Scotch turn of oratory, and was a ready speaker. But he cared for the content more than for the form of speech, and on one of the very last days of his life he admired the nobility of a patriotic utterance of Demosthenes.

His calm judgment and his systematic habit of mind, united with conscientious patience, made Professor Harkness a valuable member of committees. In two undertakings of national importance for classical studies, he had an honorable part,—in the organization of the American Philological Association, in 1869, and in the establishment of the American School of Classical Studies at Athens, in 1881.

At the meeting of friends of philological studies who resided in New York City and vicinity, held with the University of the City of New York, on November 13, 1868, preliminary to the founding of the Philological Association, while the head of the university with which they met presided, Professor Harkness was elected to act as Secretary. At the convention which formally established the Association, Professor Whitney was elected President, and Professor Harkness the first Vice-President. At that meeting he read a paper on "The Best Method of Instruction in the Classical Languages," and the records show that he was active in other matters. At the time of the next meeting of the Association, in 1870, he was absent from the country. In 1873, and again in 1874, he was chosen Treasurer. In 1874 and 1875 he read papers on The Formation of the Latin Perfect. In 1875 he was chosen President of the Association, and in 1876 he delivered the annual address on "The Progress and Results of Philological Study during the Century." In 1879 he read a paper on "The Latin Subjunctive in Principal Clauses," which, like his papers on the Latin Perfect, was published in the Transactions of the Association. Professor Harkness continued to be a faithful attendant on the meetings of the Association, and was one of the few who maintained

it when its fortunes were at the lowest ebb. He was a patient and courteously attentive listener at its meetings,—even to papers which an impartial judge would pronounce dull.

To estimate the influence for good which the Philological Association has exercised on scholarship in this country would not be easy. Before it was organized scholars had no convenient opportunity for exchange of views. At its first meeting one of the most widely known teachers of America congratulated himself on seeing face to face scholars of national reputation whom he had never seen before. The ordinary young scholar lacked impulse for research, since the results of his investigations could not be laid easily before his peers and his elders.

In the spring of 1881 the Archaeological Institute of America (then only two years from its organization) appointed a committee of five, of whom Professor Harkness was one, to establish a School of Classical Studies at Athens. Greek literature and history, fortunately, can be studied at home; but many matters to which reference is made in Greek literature and in Greek history can be understood best by one who is familiar with the sky and climate of Greece, its mountains and seas, and in particular with the remains of Greek life which are still extant,—its temples, its thea-

tres, its statues, its bronzes, and its vases. Many points of ancient dispute in the history and antiquities of Greece become clear at once to one who learns to know the land.

The chief burden of care and labor in the organization of the School at Athens was borne by the chairman of the committee, Professor White of Harvard; but, besides the chairman, Professor Harkness was the only Greek scholar on the committee, and doubtless the enterprise would have been received with less favor if his careful caution and sound judgment had not been known. In the establishment of the school, his influence and that of Brown University were important. The enterprise was novel. Institutions of learning at home called for help in no uncertain tones. Greece seemed far away. Men were uncertain whether a school for American students was needed there. At any rate the money for its endowment could not then be secured. But the chief colleges and universities of our country were persuaded to unite in the support of the school, and this union has proved so valuable in several ways that it has been maintained. As is true of all institutions of learning, the school's wants have grown quite as rapidly as its means, and it needs more money than it has; but in its present condition all who have had a part in its establishment and develop-

ment may well find satisfaction and pleasure. About one hundred and twenty American young men and a fourth as many young women (among whom is the present Dean of the College for Women in Brown University) have studied at this School in Greece, and most of these are now engaged in teaching the classics in our higher schools and colleges, with much more accurate and vivid views of ancient life, and a better appreciation of Greek literature, because of their studies and residence in Hellas. The influence of the school has not rested here, however. More than a score of mature scholars have been sent out by the colleges in which they taught, each to assist for a year in the direction and instruction of the students of the school, and have returned to their work at home with quickened enthusiasm and new views of ancient life. They have extended the influence of their institutions at home by their work abroad, and they have brought home a full return for the generous gift of their services by the colleges to the school. No other institution with so modest means, during the last quarter of a century, has accomplished so much for sound learning in our country. To have had a part in establishing this school at Athens is an achievement to be remembered.

In the School at Athens Professor Harkness

continued to feel great interest. He declined the unanimous and cordial invitation of his colleagues on the committee to take charge of the work of the School in Greece, as director, during one of its earliest years; but this was largely because of his modest shrinking from the responsibilities involved. His studies, he felt, had not been in the line which would make him most useful to the students, new-comers in Greece; and though he knew Greece well enough for his own particular work, he was not prepared at his age to become a guide for others in that country. And Brown University's share in such service was effectively rendered a little later by Professor Poland's acting as annual director of the school in 1891–2. In his attendance on the meetings of the managing committee of the school, Professor Harkness was perfectly regular. He is believed to have been absent from no one of the forty-one meetings of that committee, except when he was in Europe, until the meeting which was held only a few days before his death. Such a record in itself bears clear testimony to a man's character. He who is regular in such matters will be regular in all duties.

Like every good teacher, Professor Harkness was thoroughly interested in his work, and thought it of the highest dignity. To present the best thoughts of the wise men of old

to those who were to be the leaders of the new generation never seemed to him to be drudgery. A wise man need never tire in presenting old truth to new minds,—this may be as well worth while as to present new truth to old minds. Experienced men beware of those who say that they enjoy study, but do not like to teach! The poet Chaucer saw the truth when he said of his Clerke of Oxenford, that "gladly wold he lern, and gladly teche." The habit of teaching, long continued, however, tends to stereotyped self-confident dogmatism. A man lays down the law to his classes, and what at first is to himself uncertain may be repeated so often that it seems to him an eternal verity. The work of the student, on the other hand, tends to modesty. The habit of questioning research may end in over-caution of statement and self-distrust. The most perfect combination of modesty and self-confidence is found in the teacher who is also a scholar,—whose mind is ever open to new truth, but who is firm when he has made his determination.

Like every other good teacher, too, Professor Harkness felt a hearty interest in the success of his pupils. Of course. When a man has passed on the torch of knowledge to another, his own success is bound up with the other's. If a teacher's pupils fail, he himself

fails; if they are efficient for good, his influence is extended. So the interest of Professor Harkness in his students continued in their later lives. He was a kindly man, and the man in him was not lost or hidden in the scholar and teacher.

His complexion often suggests quickness of temper, but no tradition has reached me that Professor Harkness ever allowed this to master him. Few hasty words escaped him, and to his friends he seemed of an unusually equable disposition, not likely to act impulsively. His quiet dignity, gentlemanly bearing, and interest in his work preserved him from many annoyances that young teachers are apt to suffer, though I suppose that, like the rest of us, he had his troubles, and had to learn his trade.

After I had written this paper I received a letter which I wish to read entire, from the one of Professor Harkness's many pupils (unconnected with his own family) who perhaps has the best right to speak of him as a teacher because of his own distinction as a scholar and teacher, added to his association with Professor Harkness in the college faculty:

"I have always regarded Professor Albert Harkness's services to the cause of classical education as very great. Long before I became

his pupil at Brown, in the autumn of 1874, my father had been his pupil in the Providence High School (in 1845–7, or thereabouts), and had told me of the fine scholarship, remarkable teaching capacity, and unfailing courtesy of the man I was eventually to have as professor of Greek in the College. The very high ideals I formed of Professor Harkness were abundantly realized when I became his pupil. He certainly had a lofty conception of his task, and inspired us all with admiration for his thoroughness and his standards of scholarship. His great quality, however, was his amazing clearness of presentation and exposition. His subject was difficult, but no corner of it needed to remain dark to any student who would listen to Harkness's illuminating analyses and explanation. If there ever was an orderly, logical mind among American teachers, it was his. I used to admire also the great dignity of the man. He never forgot himself. I sometimes wished that he would, for he often had provocation when badgered by some impertinent student, who wanted to take up valuable time with impertinent questions. But his courtesy was apparently perfect. As a writer of school text-books of a high grade, he also did much for the cause of classical education. Here his logical power, his clear-cut analysis, and his lucidity of exposition are exhibited in perma-

nent form. It would be hard, I think, to overestimate the value of his services to the cause of classical teaching as a result of the deserved popularity of his books. They did much to make Latin, in particular, widely studied, and they helped to make it well studied. His industry knew no flagging. Only a year before his death I met him at Providence. He was then in his eighty-fifth year, and he told me he had just finished a revision of his Cicero. He seems to have worked to the last. He did admirably, too, in keeping up with current research. Though conservative by instinct and training, he was always on the lookout for assured additions to knowledge, and seldom overlooked anything of essential importance. It seems to me that his career was one of exceptional honor, happiness, and of help to society. I envy him, and wish I could hope to approach him in character and usefulness."

This letter is signed by Charles E. Bennett, who has been for fifteen years at the head of the Latin department of Cornell University. High praise from one who has a right to speak!

In his church relations Professor Harkness was at first, like his parents, a Methodist, but he became an earnest yet liberal-minded member of the First Baptist Church of Providence about sixty years ago. He served as superintendent of a Sunday-school, a teacher of a

Bible class, and an officer of the church,—just as we who knew him should think natural.

In 1892, having reached the age of threescore years and ten, Professor Harkness laid down the active duties of his professorial chair, and became professor *emeritus*. He was just at the age when Socrates thought that he, too, might well be relieved of life's cares and duties. His thought agreed with that of an old colleague of mine who, on the remonstrance of his friends for resigning when every one desired him to remain in office, replied that he preferred to go before any one thought it well for the college that he should retire. Experience has shown that men do well to give up the active duties of life while they still have the energy and the flexibility of mind to adapt themselves to the new situation. The scholar is particularly fortunate in that he is not dependent for his happiness on the excitements of the commercial or the political arena. The highest good, according to Aristotle, is found in the exercise of the mind, and the philosopher adds the remark that this is also the most continuous activity. So, after his retirement, Professor Harkness's interests continued the same as before, but he was relieved from considerable care and labor. He had his books and his studies to occupy him, with more leisure than before for reading and study, and ample opportunity

to exercise influence for good. For Brown University, the cause of sound learning, and the other good things which had lain on his heart, he cared as much as ever. He prepared occasional papers and addresses. Only a few months before his death he wrote a paper on what the world owes to the Greeks. As before his resignation of his professorship, he was welcomed at meetings of Brown Alumni. Not only is an aged classical scholar fortunate in the permanence of his interests in all that concerns a man, but, if a teacher of real power, he often receives in his old age heart-cheering tokens of recognition and appreciation of his former thoughtful care. This may be one of the chief advantages of his extended life. The young teacher commonly receives less than his share of such expressions,—less than the clergyman or physician of like spirit and power. Happy is the teacher who, like Professor Harkness, receives the homage of a large body of educated men.

One new responsibility and honor came to him. After he was fourscore years old, in 1903 he was elected President of the Rhode Island Historical Society. He assumed the duties of the office with great interest, and gave much thought to the problems and work of the society, being quite unwilling to receive the honor of the office without rendering the

corresponding service. In two or three years, however, he resigned the office, as involving more care than he could give.

Professor Harkness was much younger than his years, and his hale powers of mind and body, always used with discretion, continued to the close of his life. He was spared the pain which many, long before they reach his advanced age, feel in the conscious decline of power. The "days of his years," "by reason of strength," were more than "fourscore years," but their strength was not "labor and sorrow."

The wise Solon taught the Lydian monarch that we should always "regard the end," and count no man happy while he lives and is still exposed to calamity. The happiest man whom Solon had ever known was an Athenian who had lived in a prosperous city; had seen his children grow up with honor, and children born to them; and, after an honored life, had died in battle. With the changed conditions and standards of our time, to a scholar who served and honored Brown University for nearly forty years, at a time when she was developing from a small college to a great institution of learning, with more students and teachers, and better apparatus, than the strongest college in the country had when he was called to his pro-

fessorial chair; a philologist who received scholarly distinctions both at home and abroad, who had an active part in the best scholarly undertakings of his time; a teacher who had the clearest evidence of the affectionate regard of hundreds, if not thousands, of college men who had been under his instruction; whose books were used by a million of boys and girls, and young men and women; who passed his life with the wife of his young manhood, and who lived to see not only his children coming to maturity and leading precisely the life which he would have chosen for them, but also his grandsons named for him, and students in his own university; who retained not merely his health, but also his vigor to the close of his days, and passed from this life quietly, without long or painful illness,—to such a scholar even Solon would not deny the right to be called happy.

Address

BY PROFESSOR WALTER G. EVERETT, PH.D.

It was a custom among the Romans to observe days of commemoration for the distinguished dead, when the shrines were opened and offerings of flowers were placed upon the images of the departed. To-day Brown University observes a day of commemoration. For though we open no material shrine, we unlock that of memory; while we bring no wreaths of flowers, we present a more lasting tribute in sentiments of honor and affection; if our offerings crown no visible image, they gather about a form which in its brightness and serenity is still clear to our inner vision. And although we behold here no legend recounting the deeds of the departed, we recognize an indelible record of influence inscribed to Albert Harkness, scholar, teacher, colleague, friend, and counsellor. If all the sons of Brown who knew and honored him could to-day give voice to their sentiments, how rich would be the tribute? And how poor in comparison must be the brief utterance of a single voice?

This occasion cannot be free from the sadness that inevitably attends the passing of a cherished life. And yet it cannot be without a note of triumph as we think of the noble

achievement, the rounded completeness, and the rare happiness of the career of Professor Harkness. Indeed, such was the fine harmony of his life that even its ending seemed like solemn music that almost forbade the common expressions of grief. And does not the character which thus determines the mingled emotions of this hour also dictate the manner and spirit of our observance, the simplicity, the inward truth and sincerity of all that may here find expression?

Of Professor Harkness's scholarship and of his services to classical study it is not for me to speak. These aspects of his life-work have been justly and ably recounted by one who is himself a distinguished representative of classical scholarship in America. But of Professor Harkness as teacher, one who was his pupil may rightly speak. He became the teacher of many of us early in our preparation for college. Long before we had seen his face or heard his voice, we had become his pupils and were profiting by the vigor and lucidity of his books. Strange as it may seem to a generation of schoolboys who apparently do not set their hearts too strongly on the niceties of Latin syntax, we came to have a real affection for his grammar. And the thought of some of us was in no small degree turned to Brown University by the fact of his presence here.

When in our college days we became his pupils in Greek we found in his personal instruction the same clearness and thoroughness of method. Some fundamental principles of language we learned from him never to forget them. Even the students who had no special fondness or aptitude for the classics recognized that here was a man who had become master in his chosen field, and they gave to him the respect which college students always yield to such mastery. But the students of Professor Harkness felt more than this: they felt the power of his genial and kindly personality, the unfailing sweetness and dignity of his presence.

If in the elementary courses the training was largely in the fundamental principles of the Greek language, in the more advanced courses this work fell into the background and literature and history received chief emphasis. Professor Harkness had chosen the field of his scholarship, and it was largely due to a wise concentration of effort that he accomplished so much. But how deep was his feeling for the larger aspects of Greek culture, and how far in his appreciation of the gift of Hellenism to civilization he transcended the limitations of a grammarian, is well illustrated by the closing words of his last public address: "The intellectual empire of Greece now em-

braces the civilized nations of the earth, the whole brotherhood of learning. We may banish the Greek language and literature from the class-rooms of our schools and universities; but Greek culture never. Its stamp is on all the higher and finer studies of our curriculum, on history, philosophy, rhetoric, eloquence, literature, art. It is so interwoven into the very texture of cultivated modern life that it will continue to bless mankind as long as civilization has a home in the world, and as long as truth and beauty are admired and honored. The artist will still seek his models among the grand but chaste conceptions of Athenian genius; the poet will still gather inspiration from the muse of Aeschylus; the scholar will still repair to the schools of Plato and Aristotle for the profoundest lessons of human wisdom."

As Professor Harkness regarded Hellenism and Christianity as the two greatest forces in the moulding of Western civilization, so, I think we may say, he sought in his own life to embody and exemplify the essential elements of both ideals.

The acquaintance begun in the class-room happily did not for most of his students end with their college days, but the teacher remained a friend whose kindly interest never ceased to follow them, and whose cheery

greeting as they met him on the street or campus was a perpetual pleasure. How many alumni found his warm welcome and genial hospitality one of the crowning events of the Commencement season! For years to come, there will be to many a sense of incompleteness and of vanished charm in the long June afternoons preceding Commencement day.

Of the esteem in which Professor Harkness was held by his colleagues it is difficult to speak in adequate terms. He was indeed our Nestor. We all took pride in the fame of his scholarship, and esteemed it no small honor that our names were enrolled with his. He never failed in appreciation of the work of his colleagues, however far from the classical languages their fields of study might lie. Because he was a thorough scholar in his own department he honored true scholarship in all others, and gave to the interests of his fellow-workers a generous and intelligent support. Not least among the services which he rendered do we esteem the example of his quiet, unflagging pursuit of the things of the mind throughout the entire course of his long life. He well fulfilled the ideal of Bishop Berkeley, the scholar guest of Rhode Island, when he said: "He that would make a real progress in knowledge must dedicate his age as well as his youth, the later growth as well as the

first fruits, at the altar of truth." To Albert Harkness this University and this community owe a great debt for his exemplification of the best traditions of scholarly devotion, traditions none too easily maintained under the conditions of American life.

The end of the long day found him still unwearied at his task and still planning new activities. He never withdrew into himself or lost interest in the work of the busy world. In the words of Spinoza, his "wisdom was a meditation of life, not of death." With rare freedom of mind he lived to the full in the present, counting such living the best preparation for whatever may await the human spirit.

It was a cherished ideal of his classical masters that each period of life should have its value in itself, and not be regarded merely as a means to something beyond. Old age no less than youth they felt should have a beauty and worth of its own. Few have realized this classical ideal of old age more fully than he. Surrounded by troops of friends, beloved in his own university, and honored in the wide brotherhood of scholars, he lacked none of the external conditions required to give a worthy setting to his age. In this happy framework his personality fitted harmoniously. He remained to the last, in Cicero's phrase,

integra mente certisque sensibus. To unimpaired powers were joined freshness of interest and buoyancy of outlook, while he had won from the experiences of life an Olympian serenity that breathed refreshingly from his presence.

The full record of long years of service ensures to the name of Albert Harkness a high place of honor in the historical Brown, the Brown of solid walls and no less solid achievement. But to-day, in this memorial service, we recognize that he has also taken his place in the invisible Brown, the Brown of traditions and ideals. Here he will abide among many rare spirits of the past, to work potently, if in unseen ways, enriching the spiritual heritage into which all the sons of Brown are permitted to enter.

THE END

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Memorial exercises
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